PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

January 11, 1932 JAN 11 1932

JOURNAL OF EDUCATION

The National School Weekly

BOSTON 10¢ A COPY

VOL. CXV, NO. 2 BY THE YEAR, $3.00

In This Issue

Commercial Law for Everybody P. GABRIEL

Adjusting the New Pupil FLORENCE N. BOWMAN

The Socialized Recitation F. C. RITENOUR

Why Not Teach These Facts? LUCIA AMES MEAD

It Pays to Plan Ahead RALPH C. JENKINS

The Power of Suggestion
Character Workshop JOSEPH B. EGAN

This Week on the Air

News of Education

Announcing

MAKING THE MOST OF HIGH SCHOOL

By CLYDE M. HILL, Ph. D., *Professor of Secondary Education, Yale University, and* RAYMOND D. MOSHER, Ph. D., *Professor of Educational Psychology and Director of the Personnel Bureau of the University of Idaho.*

This is a textbook in educational guidance for Junior High School Pupils written for the purpose of helping students to understand the high school.

1. It reveals the purpose of the high school subjects and extra curricular activities.
2. It contains a general discussion on how to study.
3. The book gives information to parents about the high school.
4. The subject matter has been read by junior high school pupils and checked from the standpoint of vocabulary and clearness of expression.

Write for Descriptive Folder

LAIDLAW BROTHERS

320 East 21st St. Chicago — 133 First St. San Francisco — 36 West 24th St. New York

The New Form Z of New Stanford Achievement Test

the fifth alternative form for mid-year testing

IN order that you may have a new form of the New Stanford Achievement Test for your mid-year testing, we have just published Form Z of both Primary and Advanced Examinations.

Even if you have not used all four of the earlier forms (many schools have), you may wish to use Form Z at this time because it has not previously been distributed. With five alternative forms available, the New Stanford affords ample choice of forms for retesting; it is ideal for periodic measurement of achievement.

Send for complete description

WORLD BOOK COMPANY

Home Office: Yonkers-on-Hudson, New York

14 Beacon Street, Boston — 2126 Prairie Avenue, Chicago

Also Atlanta, Dallas, San Francisco, Portland, and Manila

TEACHERS ARE WELCOME

To a Set of Lifelike Photos of Their Class

Reduced in Size

SEAT PLAN REDUCED IN SIZE

Let us photograph the children of your room — it's lots of fun, and we'll present you with a set of the pictures in our dandy HALL'S ROOM SEATING PLAN — Free.

WILSON-WAY SCHOOL PHOTOGRAPHY

1955 MASSACHUSETTS AVENUE

Cambridge, Mass.

Read the advertisements as carefully as you read the rest of this magazine.

The Washington Bicentennial

IN THE DAYS OF YOUNG WASHINGTON

By NANCY BYRD TURNER

COUNTRY LIFE in Virginia in the eighteenth century makes an attractive background for this charming story of a boy and girl who knew Washington. The mother of Washington, too, comes into the story. Illustrated. Grades IV—V. $.92.

STORIES ABOUT GEORGE WASHINGTON

with a selection of famous poems. Gathered by

FRANCES JENKINS OLCOTT

A COLLECTION of stories of Washington, gathered by a well-known children's librarian. These stories give revealing incidents in his life from boyhood up. The book closes with a number of poems on Washington. Grades V—VI. *Bristol Board.* $.28

GEORGE WASHINGTON, THE MAN

By HENRY CABOT LODGE

THIS reprint of the final chapter of Henry Cabot Lodge's biography of our first President, gives one of the most understanding portrayals of George Washington, the man, to be found in any biography. Leading contemporary evaluations of Washington, including one by Napoleon Bonaparte, complete the book. Junior and Senior High School. *Bristol Board,* $.28. *Cloth,* $.44

GEORGE WASHINGTON

By HORACE E. SCUDDER

THE book is described in the report of the United States Commission for the celebration of the Bicentennial as "Among the best one-volume lives of Washington for readers of any age." Junior and Senior High School. *Bristol Board,* $.44. *Cloth,* $.56

Other Suitable Books

Stevenson's Dramatized Scenes from American History $.96

THE Washington episode gives in four acts a splendid portrayal of dramatic events in the life of George Washington. Each act is complete in itself and may be presented as a short play. Upper grades.

Washington's Rules of Conduct, Diary of Adventure, Letters, Farewell Addresses. *Bristol Board, $.28*

Fiske's The War of Independence

THIS book contains the essence of the author's great work *The American Revolution.* $.56

HOUGHTON MIFFLIN COMPANY

Boston New York Chicago Dallas Atlanta San Francisco

CENTURY STUDIES IN EDUCATION
Edited by
W. L. UHL, Ph.D.

PRINCIPLES OF AMERICAN SECONDARY EDUCATION

BY EDGAR M. DRAPER AND ALEXANDER C. ROBERTS

This textbook presents all the important material that the college or university student in training for high school teaching should know. From the pedagogical viewpoint it considers the high school as an institution and its relation to other units of education; the place and relationship of pupil, teacher, and principal; and the fundamental methods and curricular materials of the modern, socialized high school. The book compares favorably with other texts in the field in that it presents newer, more fundamental, and useful material; its phraseology is less technical; it minimizes the number of references, hence is less ponderous and involved; and it is more perfectly balanced.
To be published this month.

THE CENTURY CO.
353 FOURTH AVENUE NEW YORK
2126 PRAIRIE AVENUE CHICAGO

ANNOUNCING

A NEW BOOK IN THE ARFREDGAR SERIES

Progress has its roots in the forward urge to better and better things.
We are the most progressive of nations, especially in Education; and in the field of School Music our leadership is recognized.

PRIMARY MUSIC
VOLUME C and D
As It Sounds — As It Sings — As It Looks
By ARTHUR EDGAR FRENCH
FOLLOWS
PRIMARY MUSIC
VOLUME A and B
by the same author

Already in extensive use
Write for information and Price List

A VALUABLE FREE BOOKLET
"English and Music in the Pedagogy of Reading"
also by the same author

The Arfredgar Press
78 Beach St., Revere, Mass.

THE HIGH ROAD OF SONG

A New Book for Rural and Ungraded Schools

By ROBERT FORESMAN

208 pages Price, $0.68

THIS charming new book is designed to meet the special requirements of rural and ungraded schools where boys and girls of varying ages are taught together in one room. The plan is simple and practical.

Its song material is of the same high quality that characterizes the *Foresman Books of Songs* — melodies from the great composers, irresistible and enduring folk-songs. The careful grading, the abundance of rote singing, and the easy and natural training in sight-reading will appeal to all teachers. *The two-part, three-part and four-part songs can all be sung in unison.*

AMERICAN BOOK COMPANY
New York Cincinnati Chicago Boston Atlanta

JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

Table of Contents

JANUARY 11, 1932

EDITORIALS:—
Stop Cussing and Discussing 29
The Expert in Education 29
Death of Dr. Condon 30
Death of Dr. Pryor 30
Franklin B. Dyer 30
Portland Wins Over Hartford 30

BELDING'S PAGE 31
"Activities" for Teachers 31
Freedom for Freshmen 31
Prussian "Karzers" Closed 31
Concerted Education 31

COMMERCIAL LAW FOR EVERYBODY 32
By P. Gabriel

WALKING SOFTLY (Poem) 33
By Anne Hamilton Wood

ADJUSTING THE NEW PUPIL 34
By Florence N. Bowman

THE SOCIALIZED RECITATION 35
By F. C. Ritenour

TEAMWORK (Poem) 36
By William F. Card

WHY NOT TEACH THESE FACTS? 37
By Lucia Ames Mead

IT PAYS TO PLAN AHEAD 38
By Ralph C. Jenkins

CHARACTER WORKSHOP 39
By Joseph B. Egan

BOOK TABLE 41

THIS WEEK ON THE AIR 42

NEWS OF EDUCATION 43

GRINS BETWEEN GRINDS 46

SAYS STUDENTS AVOID DUTY 47

JOURNAL OF EDUCATION: Founded 1875. Published Weekly (except August) by New England Publishing Company, Six Beacon Street, Boston. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c.; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

Indexes to Journal of Education are published annually with the last issue in December. The contents are also indexed in the Education Index.

Editorials

Stop Cussing and Discussing

THE Hoover "Advisory Committee of '31" has reported, and the report has received no important attention.

The chairman of the committee urges public and professional discussion.

The first public attention given the report was by the most important member of the committee, and he insisted that it did not mean what it appeared to mean.

"What's up?" has been the usual question ever since the committee was appointed. Suspicion has been universal.

The National Education Association, the Office of Education and the National Council of Education represent all leaders in American education They include the best informed and most tolerant leaders in American education.

The world crisis will force these organizations to centre their safest intelligence and their noblest conscience on activities that are vital to tolerance and the universal good of humanity.

In whatever these three organizations agree loyally and heartily we have unlimited confidence.

In the interest of the New Civilization we advise without reservation: Let us demonstrate professional loyalty and tolerance in all things. Stop cussing and discussing.

The Expert in Education

SECRETARY WILBUR says there is increased appreciation of the expert in education. At the same time Dr. Wilbur says there is a widespread feeling that there is something wrong with the schools because they do not prepare youth to meet the demands of today.

Both of Secretary Wilbur's statements are true. The present industrial and professional situation magnifies both of these sentiments.

The public has been educated to expect the schools to prepare youths to learn to earn more. The chief argument for taxes for new buildings, modern equipment, longer school year, and higher salaries has usually told how much a man earned

with each year of extended school experience.

Families have made sacrifices in order to extend the school years of their children.

The longer education has prepared youths, boys and girls, to take the place of adult labor. The surplus of cheap labor of youth has steadily lowered the age of desired labor for retirement.

The present crisis disillusions the general public as to the wisdom of professional experts.

Death of Dr. Condon

DR. RANDALL J. CONDON died of pneumonia the day before Christmas in a hospital in Greenville, Tennessee.

Dr. Condon had been in the best of health campaigning for the Office of Education in the interest of the elimination of illiteracy in the West and Far West. He had come East for an official meeting in Washington, and with Mrs. Condon had gone to Greenville to spend Christmas with their daughter, Mrs. Frank C. Foster, Jr., when pneumonia developed suddenly.

From 1903 to 1910 I had two opportunities to play an important part in Randall J. Condon's career. There was nothing of importance in our relation before December, 1902.

Those two incidents were vital factors in Dr. Condon's career, as he fully realized, and they represent interesting activities in my professional life.

Death of Dr. Pryor

THE death of Dr. Hugh C. Pryor, dean of elementary education, Kansas State College, Pittsburg, is one of the many serious professional losses of recent weeks.

Five years ago Dr. W. A. Brandenburg created the Horace Mann Elementary School of Education with an appropriation for one of the best equipped Training School buildings in the country. Dr. Pryor, then of Aberdeen, South Dakota, nationally recognized as a scholastic and professional educator of distinction, was selected to develop an institution of supremacy.

At his memorial services Dr. Brandenburg referred to Dr. Pryor as "a valiant soldier in the cause of education, whose death is a great loss to the College, the State, and the Nation."

Dr. Pryor's achievement in teacher training was one of the factors that led to his appointment at Pittsburg.

His passing is a personal grief.

Franklin B. Dyer

DR. FRANKLIN BENJAMIN DYER'S retirement from membership on the Cincinnati Board of Education, at the age of seventy-five, has been memorialized by one of the most important educational banquets in the history of the city.

Circumstances have associated me with Dr. Dyer so closely as to justify an unusual professional tribute.

Before he was twenty-five years of age I was interested in him as a brilliant young school man in Warren County, Ohio, which Alfred Holbrook made famous with the National Normal University at Lebanon, which he created in 1855.

I was especially interested in my personal acquaintance with Dr. Dyer as superintendent at Madisonville, which afterwards was absorbed by Cincinnati.

I was intensely interested in Dr. Dyer's professional nationalization as the creator of the Normal department of Miami University at Oxford, Ohio, and his election to the superintendency of Cincinnati.

Following six years' experience as superintendent of Boston schools at a critical time in their experience, he retired from active official professional service.

The part Dr. Dyer has played in the modernizing and reorganizing of the school system through membership on the School Board of Cincinnati, which led to the recent famous testimonial banquet, is the culmination of one of the most interesting professional experiences that I have known in the last half-century.

Portland Wins Over Hartford

WE HAVE been boasting long and loud about the remarkable teaching record of Dr. Charles L. Ames of Hartford, who was in city public school service on his eighty-fourth birthday, December, 1931. In his name we challenged any other New England educator to show a longer record.

Now we have the official public school record of Miss Marada Frances Adams, principal of the Emerson School District (Emerson, Shailer and Monument Street Schools), Portland, Maine, who is in good health.

Miss Adams began teaching in country schools in Maine in 1863.

Miss Adams taught in an elementary school, Houlton, Maine, until 1874. She was principal of the Academy, Lincoln, Maine, 1874-1878.

She taught fourth, fifth and ninth grades in Portland, 1878 to 1883. She was principal of the Shailer School, Portland, 1883 to 1898, Emerson School principal, 1898 to 1922, and has been principal of the Emerson district since 1922.

Miss Adams has been a principal in Portland, Maine, sixty years; a principal in Maine, sixty-four years; a teacher in Maine sixty-eight years.

Dr. Ames will give Miss Marada Frances Adams a nationally interesting dinner by and by.

Belding's Page

"Activities" for Teachers

NO DOUBT the quality of teaching could be improved if teachers themselves were encouraged to do creative work.

Teachers of English, for example, are prone to make assignments out of books. Often the pupils are expected to produce in one evening an essay or a short story which the teacher herself would require a week or more to write, if indeed she would write it at all.

Teachers who take some of their own medicine, doing the things they ask their pupils to do, are likely to get much better results than those who hand out assignments carelessly.

A person is a better critic of any form of production if he himself has ever undertaken a similar production. The guide who has lately been over the trails is more dependable and more eagerly followed than the guide who only visited the locality once, long ago, or has merely studied a map.

Teachers have a good many cares and nervous strains which detract from the desire to do creative work. But school officers who contrive exhibitions of teachers' extra-classroom work and other incentives to teacher activities, render a real service. The joy of achievement is an inspiration to the teacher herself, compensating for much of the wear and tear of daily routine.

A premium should be put upon creative teachers and creative teaching. Labor union wage scales fail to accomplish this.

Freedom for Freshmen

FRESHMEN in the University of Chicago are being treated "as adults who want to learn something, not as children who are reluctantly rolling up credits toward the coveted A. B."

It is a courageous experiment thus to throw open the doors of opportunity to college students at the very beginning of their undergraduate life. What will they do with their freedom? How will they get along without grades or courses or the usual formality of college instruction?

So far, the venture launched under direction of President Hutchins has been an apparent success. Unusually fine material has been attracted to the university by the unusual invitation, the appeal to manliness and sincerity, the chance to try out a new method of learning. Presumably the real test will come in a year or two, when the students who believe they have absorbed enough education to fit them for the upper division, sit down to their comprehensive examinations.

The gift of freedom to college youth does not always work out beneficially. Much seems to depend upon the "mob mind" of the student body; the composite purpose and high or low resolutions and standards.

Students on the edge of twenty years are excessively imitative. In many cases their notions of what is manly are superficial and lead to strange manifestations in which alcohol often plays a part.

How to give the right amount of freedom combined with the needful amount of control is perhaps the hardest problem faced by universities and colleges today.

The higher the education, the deeper and stronger must be the foundations.

Prussian "Karzers" Closed

FREEDOM in Prussian universities has reached the point where students are no longer subject to imprisonment in the cell or "karzer" which has long been a feature of each university's equipment.

The "karzer" had come to be used as a storage room for provisions, but the right of the university to punish students by casting them into this place of confinement has only now been abrogated by statute.

Breaches of discipline or honor in German universities are serious matters, calling for solemn trials and penalties that are still severe, despite the dropping of jail sentences.

The Germans continue to spell "Discipline" with a capital letter.

Concerted Education

THE sooner it is realized that schoolhouses do not house all the schooling; that all the forces of environment are constantly at work upon the minds and hearts and habits of boys and girls; and that such important auxiliaries of education as the movies, the newspapers, the politics, the homes, the churches and the recreations of a community need to shoulder their full shares of responsibility—the sooner will communities succeed in developing a civilized generation.

Anson W. Belding

Associate Editor.

Commercial Law for Everybody

By P. GABRIEL

Law Instructor, High School, Cliffside Park, New Jersey

"The difference between the lawyer and the business man is often only this, that the lawyer knows how to look up the law he wants to know . . . Commercial law should be taught to all students in high school."

CURRICULUM making in majority of cases is not the result of analysis of the subjects but of following fashions. Let us for a moment analyze the situation. Why do we teach what we are teaching? To realize the major objectives in education, is it not? A subject that serves any one of the seven major objectives of education is and ought to be included in the curriculum. And the degree of its importance should rest upon the number of these objectives that that subject can attain.

Putting commercial law to this test we find that it serves at least three, if not more, of these major objectives, viz., citizenship, home membership and ethical character. There is nothing in all the objectives that can equal that of *citizenship*—the advancement of civic life. The state expends large sums of money for education with the attainment of this being uppermost in its purpose.

How then does the study of commercial law serve these ends? What does it do to the student and what does the student acquire by its study? Let us tabulate some of them:—

A.—It teaches him:—

1. The fundamentals of the law of the land in which he is born, lives, and dies.
2. Respect for law and order.
3. His rights, duties and obligations.
4. Caution and self-restraint.
5. Business and legal practices.

B.—It develops in him:—

1. Logical thinking.
2. Self-confidence.
3. Self-expression.
4. Efficiency.

C.—It affords him:—

1. An opportunity of developing recognition of legal and ethical right doing.
2. A professional try-out.

D.—It will make him:—

1. A better citizen.
2. More interested in civic life.

E.—It will reduce litigation:—

A subject with such a high test and accomplishment must be taught not only to the commercial student but to the whole student body.

THIS is the commercial age.

Business and law are closely related. No matter in what walk of life there is a touch of business to all of us. There is no human activity where the element of law does not enter in. It is often dormant and not evoked, but it is there all the same. Although all human activities and business transactions do not end in a legal battle yet each has the potentiality of one. It is here that the person with some good foundation of the fundamentals of commercial law will show greater efficiency than the one without any knowledge of it at all.

Professor Gowin of New York University writes in his "Developing Executive Ability":—

> "Certain parts of the law of the land so particularly affect business and business operation that *every man* who engages in business *must have* clear ideas on these subjects."

For example: The law of contracts enters into everyday's work. In fact, the major part of many businesses consists of making and fulfilling contracts. Notwithstanding this, it is strange how many otherwise intelligent business men are not clear on the *elementary* principles of contracts. To make a contract binding certain things are requisite. Some contracts must always be in writing. Some other contracts will be implied without the parties saying anything about coming to an understanding or making an agreement.

An interesting case which came up a short time ago involving a prominent New York real estate dealer illustrates well how a knowledge of business law may save the costs of expensive and needless litigations.

The New York dealer offered by letter a city lot to a client in Hot Springs, Arkansas, on January 30. On February 7 the client wrote accepting the offer on the terms proposed. On the same day, owing to changed real estate conditions, the dealer wrote to Hot Springs withdrawing his offer. The client's acceptance reached New York on February 9. The Hot Springs man claimed the dealer must fulfill his original offer because the acceptance had been sent before the letter of

withdrawal was received. His claim was upheld by the court on the ground that an offer made by letter, which is to be answered in that way, cannot be withdrawn unless the withdrawal reaches the party to whom it is addressed before he has accepted.

Another point on which business men are apt to be careless is the necessity of being able to prove contracts so that in the event of any subsequent disagreement it is possible to show exactly what the real agreement was. To enforce a right in court, evidence is necessary. Many, many a time good cases are lost because the injured party cannot prove what he knows is true. A business man should know exactly what evidence is required for any contract he makes.

AGAIN some contracts are illegal and cannot be enforced.

Some contracts can be enforced according to their terms, and the parties who make them must perform them specifically. In other cases the only remedy is to sue for the money damages.

It is obvious that the business man should know by heart the essential features of the law governing contracts of sale.

Every business man should know just what are the rights and powers, and duties, and responsibilities of agency.

He should know enough about partnership to avoid its liabilities unless he intends to shoulder them.

At this time most of the important business of the world is done under the corporate form, and this makes knowledge of corporation procedure and corporation management and the way in which corporations do business an essential feature of a business man's education.

The difference between the lawyer and the business man is often only this, that the lawyer knows how to look up the law he wants to know.

But it is entirely possible for an intelligent business man to secure a working knowledge of the broad principles on which all these laws, statutes, and decisions are founded, and the business man who has this general knowledge of legal principles and the desire to do the fair and right thing in all his business relations will rarely get into trouble with the law.

As a knowledge of physiology does not enable the layman to prescribe remedies for himself in times of sickness, but does teach him the necessity of calling in a physician in certain contingencies, so will some knowledge of business law serve to indicate when the services of a competent lawyer are needed.

Regardless of what fields of activity the student should enter into, in later life, he will always be better fitted to assume and discharge responsibilities; to meet situations with foresight; and to be fearless in his business dealings. How many professional men do the wrong thing in business transactions and find themselves bound in worry, trouble and loss of savings? These men would feel all the more self-reliant and be secure from exploitation if some basic knowledge of the law were not denied them in their high school days. The college curriculum of medicine, theology, dentistry, science, etc., does not include the subject of general law. The only place they could have gotten it would have been in high school. It is, therefore, up to the high school to give them the elements of commercial law before sending them out to professional schools and to the world. Are these men and women to be considered capable of facing and meeting situations in life by foresight and wisdom with a preparedness that spells all-round development, or shall we send them out unfinished and incomplete in elementary education to become the prey of the unscrupulous and learn by hard knocks for the rest of their lives?

What is said here of the academic student applies with added emphasis to the commercial student. The necessity for the commercial student to study law in the high school is too obvious after pointing out the need for other students.

Commercial law, therefore, should be taught to *all* students in the high school, and should be taught by one who has specialized in it, and is sincerely interested in fully realizing the aims of the course.

Aside from these considerations the state should make it obligatory on *all* students to study Commercial Law, so as to improve citizenship and reduce litigation.

Walking Softly

By Anne Hamilton Wood

It is so big a thing—and yet so small—
This walking softly through the crowded days
Wearing the cloak of patience, the warm shawl
Of quiet understanding of life's ways.

The criss-cross pattern on the loom is strange
And intricate to eyes that do not see
The endless turnings of the wheel of change
Along the highway toward Divinity.

The endless lifting up and weaving in
Threads of experience; the cults and creeds
Of creeping centuries: The silken thin
Fibre of human love for living needs.

It is so small a thing to say, "I wait!"
And yet so big! It means a soul has grown
Into the heart of Truth and can translate
The music of time's rolling undertone.

—The Churchman, New York.

Adjusting the New Pupil

By FLORENCE N. BOWMAN

Irvington, New Jersey

HOW often have I heard a new teacher exclaim: "I had a new pupil today; she came just in the middle of the arithmetic period, she hasn't had a thing we have, and my morning was just ruined." The new pupil in school corresponds identically with the unexpected company problem in the home, and just as the up-to-date housewife keeps an emergency shelf or rapid-menu dishes on hand, so in the schoolroom a great deal can be done to simplify this little happening, which we are all so familiar with. One often hears it stated that the pupil who comes in the middle of the term is usually below grade or unprepared, but to be fair about it, I have had some wonderful pupils who took the transition from one system to another with very little mental disturbance, and turned out to be a delight to everybody concerned.

In the first place, the new pupil is most apt to appear at the first of the month, the commonest moving time for most people. To get a clear idea of the picture, let us put ourselves in the child's place for a short while. Children are so painfully ill-at-ease in strange surroundings, they are so upset by trifles, and so horribly scornful of each other, so "cliquey," among themselves, that it is obvious that it must be an ordeal for the average youngster to have an upheaval at home, go to a strange neighborhood among new children, and to a school system which may be very different from anything heretofore encountered. To come at the beginning of a term, along with other strangers, is not so bad, but turn back the pages of your own memory, and picture yourself, twenty or more years ago, taken to a new building, interviewed by a busy principal, and then, in turn, taken to a classroom, probably after hours; and find yourself the target of many, many eyes: and then, add to it, the annoyed manner of a teacher who looks around the already crowded room and finally tells you to sit in such and such a place. It isn't easy, and the first ordeal can be made much simpler and the first day, never-to-be-forgotten, much pleasanter, by a little preparation, which in itself is nothing, but will smooth things out at the time.

Most schools use some form of registration card or entry blank for a new pupil; in some places duplicate cards. Besides this, of course, the pupil must be entered in register, classroom marking book, and perhaps other forms; we have dental and medical cards, as well as cards for Intelligence Quotient, and other forms, also a report card. I find it saves much time and trouble to keep a set of these forms clamped with a paper clip in a corner of the desk drawer where my supplies are. When a new pupil comes with the registration card from the office, I glance at the name and address and previous scholastic record, if he has it with him. I do not stop the class work to enter him in the various records, but clip the office cards with the others, temporarily, and do it at noon or after school. I then assign the pupil to a seat in which the book monitors have ready a complete set of textbooks, numbered and also marked with condition. It is surprising how little trouble this is, and when a new set of books comes for any reason, they seem to have little trouble remembering to supply the "new pupil's extra desk" as we call it. When a new pupil does come, then another desk is prepared, not in school hours, in just the same way. I also have the always-ready desk supplied with a spelling blank and notebook, which are tools used in our grade. We also have monitors to handle penmanship supplies, writing pads, penholders, and pen points, and they, too, at the penmanship period, give supplies to the new pupil as part of their job. It is my custom to assign the monitorial tasks at the beginning of each month on the basis of honor roll scholarship and excellent conduct, using the latter the first month after a few days. I use both because otherwise many a willing child becomes discouraged at his inability to compete with the mentally superior group and very often a discipline problem is handled through the glory and honor of a responsible classroom job, of which there are a good many, when you consider all the supplies that we have in our various studies.

To return to the new pupil, after this digression: I find it gives him a sense of "at-home-ness" or security to handle his own books and possessions as soon as possible. It does not do the strange child any good to "sit still until I have time to get you your books." These suggestions, to return to the unexpected-company simile, correspond to having a spare guest-room ready.

I always introduce the new pupil to the class, a point in etiquette which in most cases is very new to him, but it gives the class an opportunity for finding out his name without questioning him, and then I glance at his address. Just before

dismissal time, I ask, in the cases where I do not know, since our neighborhood is not congested, and I am familiar with the streets, who in the class lives the nearest to Such-and-such a number, Blank Street. I generally suggest then that the boy or girl, depending on which it is, who lives the nearest, might like to walk home with the new pupil.

Here, again, is one of those places where tact reigns, for if several pupils offer to be the guiding star, it is wise to select the one you think is similar in social background or especially diplomatic in nature.

At the first recess or physical training period I generally put the new scholar in charge of one that I feel to be trustworthy and liable to show a standard of conduct I would like the newcomer to imitate.

It stands to reason that the new pupil, given necessary supplies, timidity overcome, and guided through the first rough spots, which must be followed up by some close personal attention on the teacher's part as to his scholastic background, will probably, all things being equal, make out fairly well. I find, as another little hint, that the first time a new child is called on, it puts him greatly at ease to try to pick out something that he will not stumble and fall over. Writing, a simple paragraph in reading, or a simple point in language, are good examples of this.

These suggestions are all, I realize, the very essence of simplicity, but like almost everything in life, it seems to be the little things that make for smooth, comfortable efficiency or throw our plans all out of kilter. Years and years ago when I attended a school in Newark, a very beloved teacher, long since retired, put a strange little girl in the seat with me. There developed a friendship which not only is of the best today, but has extended to our two families, which are large, and to our children. I believe we never know the social background we offer to a child when we do make him feel at home in our strange school world, so matter-of-fact to us and so very bewildering to him.

The Socialized Recitation

By F. C. RITENOUR

La Crosse, Indiana

WE OFTEN hear high school pupils remark that a certain subject which they are studying is not interesting. Such a criticism cannot always be traced to the pupil's dislike for the work; the defect may be with the type of classroom instruction or the way the class is conducted. Any course in a school curriculum is just as interesting as the recitations. If the teacher fails to create interest in the class, the students will likewise cease to be attracted by the subject-matter; interest, enthusiasm and variation will stimulate the children to greater participation. Such an accomplishment can be realized by the use of the "socialized recitation"; but the results are influenced to a very great extent by the tact and personality of the instructor. This type of instruction depends upon the organization of the class as a social group working toward some definite end to which each child contributes his share. Poor judgment on the part of the teacher may result in confusion and therefore defeat the motives in mind.

Let us consider the class work in English. One may select such aims as stimulating reading, correct speech, reading for content, self-expression, training for debating, critical reading and leadership. This list contains motives which may also be utilized in connection with a "socialized recitation" of an American history class.

To the above list one may add current history, competition and enlarging one's conception of history; the list is not intended to be conclusive, there are others which could be enumerated. The aims will naturally differ with each teacher conducting this type of recitation. The author has for a number of years utilized a "socialized recitation" in the teaching of American history. The results achieved have fully justified its use; a detailed description of this is presented below.

In this class the pupils confine their study to topics relating to history. The study takes place once a week either at the beginning or end of the week; this arrangement does not disrupt the work in the textbook. The group may choose one magazine or a number of periodicals from which the topics are selected. The next item for consideration is the method of leadership; a class leader can be secured from any of the following plans—teacher appoints a leader for each period, listing the pupils alphabetically, and every member is given the privilege of assuming control or permitting the class to select the chairman for each reci-

tation. The teacher must study the class and decide which type of organization will function best; one method may work well in one group and fail entirely in another. The instructor ought to give considerable attention to this matter because the life of the class depends to a large degree upon the chairman.

After deciding upon the process of leadership, the "socialized recitation" can proceed upon its operation. Each student consults the magazines or group of periodicals and selects the topic which attracts his interest, he then hands to the leader the title of his topic together with the name of the magazine in which the information is found. After all of the members have presented their material, the leader arranges his program for the recitation. When the class convenes, the chairman assumes control and calls upon the various members for their discussions; each individual proceeds to the front of the class and discusses his topic, speaking from notes. After the speaker has completed his presentation, the leader then calls for questions or discussions; at this time any member of the class is free to add any additional information or ask any question relative to the content of the article. This is the most interesting and important period of the recitation; the students will discuss the topics in relation to their own interest and information. Of course there will often be discussions pro and con upon the information at hand, each topic must be limited, consequently the leader stops the discussion after it has consumed a period of five minutes. All this time the teacher remains in the background answering questions, making necessary suggestions and checking the results of the recitation. When the discussions are in progress the teacher is given a wonderful opportunity to study the reactions of each member of the class, and the results are always interesting and helpful to the teacher. No two recitations are exactly the same, thus producing a variation and helping to hold the interest of the class.

EDUCATORS are skeptical towards the use of the "socialized recitation." Some of the common criticisms are that it is not effective instruction; furthermore, it is a device by which the teacher conveys to the pupils the responsibilities of discipline and instruction. Regardless of these faults the author has found the method worthy of commendation; there is the social relationship and the training in citizenship which is always evident in each class. Of course the system may not influence a small fraction of the group but, nevertheless, the teacher can readily determine whether the desired training is making a favorable impression upon the individuals. Since a large majority of the secondary school pupils discontinue their education at the end of their high school career, the "socialized recitation" provides an opportunity for effective training in citizenship. Thus the graduates after leaving school are better prepared to assume their part in community activities. Whenever this recitation produces such an objective, the method is commendable and worthy of consideration as a means of effective classroom instruction.

Teamwork

By William F. Card

The world is full of problems,
  There's much to cause distress;
We all are bowed beneath the cares
  That daily round us press;
There's only one solution,
  'Tis simply stated, thus:
"A little less of you or me,
  A little more of us."

The rule of each one for himself
  Most foolish is to follow;
It brings no savor to the game,
  Its victories are hollow.
But the other plan has never failed
  To bring satisfaction, plus:
"A little less of you or me,
  A little more of us."

A flake of snow is very small;
  'Tis lost to sight quite quickly,
But many flakes, combined, will fill
  The roads and pathways thickly.
United we can face the fight,
  Without distress or fuss;
"A little less of you or me,
  A little more of us."

—Utah Educational Review.

Why Not Teach These Facts?

By LUCIA AMES MEAD

Boston

AT THIS period of unprecedented depression, when Chicago school teachers are not paid, when a hundred graduates of the Teachers College can find no employment, and are asking help, when teachers all over the country are suffering, is it not time for them to give special attention in their teaching of history and economics to several very pertinent facts? The first is that the World War was a collossal failure, and the victors gained nothing commensurate with what they lost. The reason that the United States finally entered it was not because Germany wanted to fight us, but because 226 Americans, 212 on foreign vessels, were killed, and we had incidentally to Germany's war on the Allies, lost $11,000,000 worth of property. Said a Belgian senator in 1916: "I hope the war will end in a draw; because if one side is completely victorious and the other crushed, both sides will continue to believe in force; but if neither wins, both will see the futility of force." Our entrance prolonged the war, made it cost many million more lives and billions of dollars, and it did not make the world "safe for democracy," or prove "a war to end war."

A second thing worth telling pupils is that Secretary Mellon tells us that our nineteen months of war cost up to date fifty-one thousand million dollars, which is fifty-one times as much as a dollar a minute for about nineteen centuries, as they can readily see by a little arithmetical calculation. How can the people have adequate purchasing power to buy the so-called surplus when they are so much out of pocket? About $17,000,000,000 debt is still left for the youth of today to pay. Calvin Coolidge estimates that it will cost us $100,000,000,000 before the last pension and hospital have been paid. Pupils need to be shown the direct connection between the fact that their father has less money in stocks and bonds and is perhaps out of work with the fact that when people commit the awful folly of destroying property for four years, and killing off their best workers, the punishment is sure to some home sooner or later.

It is well for children to learn Franklin's maxim, "The worst thing you can do with a customer is to knock him on the head." As to the easy explanation that creating a surplus is the cause of our depression, point out that while we have been hoarding wheat by the million bushels, myriads in China have been eating grass and roots, and dying horrible deaths from starvation because they could not get our wheat. With a world population one-half of which is still illiterate and poor, there is no danger that there will be too many good things if people could purchase what they want. Maldistribution, not surplus, is the cause of distress; lack of purchasing power is the great evil.

A third thing to be brought home to students is that one great cause of fear, resentment, and possible collapse of the German government is the failure of the nations to reduce armaments. Today they are spending fifty per cent. more than in 1913 instead of reducing as they pledged themselves to do when Germany was practically disarmed. This was acknowledged by the three premiers, Macdonald, Baldwin and Lloyd George, at the great Albert Hall meeting on Disarmament, and was made the basis for a great plea for preserving their honor and keeping faith. We are morally bound to do the same. Yet the Navy League, the Legionnaires, the "big navy" press are clamoring for a further taxation of our citizens at a time when five million are out of work, and our local and federal governments are at their wits' end to solve the problem that this winter presents. These men propose that building up to parity of tonnage with Great Britain which she consented to, but which we are not under the slightest obligation to carry out. Regardless of the fact that we face a national deficit of two or three thousand million dollars, they demand that we should spend $240,000,000 a year for five years, aside from the expense of upkeep of vessels, to enable us to have the prestige which this waste of public money is supposed to create.

Last year, the impoverished world, with twenty millions out of work, took from the taxpayers over four thousand million dollars to spend in war preparations. If one-quarter of that could be cut off by delegates of the sixty countries which are to assemble at the Disarmament Conference in February, it would give one thousand million dollars a year for reviving business, feeding the hungry and building up permanent values. It would lessen tension and fear and lead to a later cut of another quarter of the waste. This quarter, Lord Robert Cecil feels, is essential if the conference is to be a success. The reduction should be both direct and budgetary. We have hitherto stood out against a budgetary limitation though other nations have agreed to it. At last we are seeing the light, and realizing that this means, not the comparison of one nation's budget with another's, but each nation's budget this year as compared with that of previous years. The relation of five to five is the same as the relation of ten to ten. If all nations cut down proportionally, what has any one to lose?

The problems involved in these simple statements

every High School child can understand as well as his father. The unspoiled mind of youth is often keener in such commonsense matters than the fossilized minds of elders whose minds are closed, and who still harp on "entangling alliances" as a basis of refusal for our entrance into the World Court. The youth of today need to be taught that there is one sole remedy for war. It is adequate world organization, supported by common consent as is our constitution.

At this time of much specious propaganda about building up to parity of tonnage with Great Britain, pupils should be told that we simply have permission to thus build, but are not under the slightest obligation to do so, and, if we wish to keep faith with the Paris Peace Pact, have no right to do so. We already have parity of security. The fact not mentioned in any history textbook should be taught, namely, that in all our history we have lost fewer than 75,000 men in battle in our five foreign wars, including the World War, which is fewer than we lose in three years from traffic disasters. Our dangers are very great, but they are practically all within, and for which we are responsible. We lose about 600,000 every year from preventable accident and preventable disease. No nation ever declared war against us, and there is not the slightest reason to assume that any nation ever will. The reasons for our safety should be impressed on every mind, as fear and suspicion are contagious and many credulous folk are obsessed with a fear not based on our past history or consideration that no nation could possibly gain anything from us by an attack.

It Pays To Plan Ahead

By RALPH C. JENKINS

Principal, Johnson Normal School, Vermont

"THE best laid schemes o' mice an' men gang aft agley." Yet it has seemed to me that we school men more often fail to accomplish the things we desire by not planning at all than by having our plans go awry.

Three examples chosen from different fields of school endeavor illustrate what may come out of careful planning.

In my twenties I went to Connecticut as a supervising principal, and, while attending one of my first state supervisors' conventions there, listened to a man, also in his twenties, outline a five-year program for the town of B——. All of the other supervisors laughed, because the town of B—— is a town of only a few hundred inhabitants; it was Mr. S's first year in that town, and one of his first years in supervision. I never knew how much of this plan came true, but I do know that Mr. S. is now Dr. S., and assistant commissioner of education in one of the most populous states in America. Evidently some of his well-laid plans have not "gane a-gley."

Three years ago a man became head of a teacher-training institution. He was elected on August 1, and at that time eighteen students had definitely signed up to enter school the first week in September. The school then occupied two buildings. This same school now enrolls about one hundred students and occupies four buildings. In December of his second year he submitted to his state commissioner of education "A Ten-Year Program for —— Normal School." Many of the schemes outlined in the ten-year plan have not yet been realized, but a goodly number have. The important thing is this: In getting a definite plan down on paper, the principal himself was helped beyond calculation.

A boy graduated from high school in June, 1928, he planned to be a superintendent of schools. He was practically without money. He secured a $200 loan, and entered our Normal School in the fall, remaining for one year. At the end of that time he took a rural school and taught a year with conspicuous success. He saved his money, came back to Normal, and was graduated last June. He took a position as principal of the upper room of a two-room building in the largest city in our state. He plans to teach there two years, then go two years to a teacher-training college, then teach two years in high school, and finally take a graduate year. By that time he feels that he will be able to secure a high school principalship, and after a few years' experience in that, a superintendency. He will have as qualifications for the superintendency a master's degree in education, and experience in rural, graded, and high school teaching, as well as in administration. And he carved all this out in his mind before he entered Normal. At the same time this boy entered Normal School another boy came to us with no plan. He left after a few weeks because he felt that he was a he-boy vastly outnumbered by girls. The lure of big business also called him to matriculate in a business college outside the state. We heard after a few months that he had left the business college. What the new lure was I do not know. When last I heard of him, he was drifting. He had no plan.

We school administrators demand of teachers carefully written lesson plans; we demand, when new buildings are under contemplation, detailed plans and specifications. Yet how often do we ourselves actually put down in writing the dreams that we hope to see accomplished in our own bailiwicks three, five, or ten years hence?

CHARACTER WORKSHOP

Conducted by JOSEPH B. EGAN

Editor, The Egan Monthly Service in Character Training

The Power of Suggestion

THE influence of suggestion is far too little appreciated in character-training work as has been said repeatedly in this workshop. Entirely too much reliance is placed on the intellectual side. A person may counter at once by saying that the influence of suggestion is intellectual; that it takes root in the mind, and grows because of an appreciation of inherent values. I do not think that this view of suggestion is quite correct, otherwise any noble idea would constitute a suggestion in a true sense, with all the consequences that flow from a suggestion properly received. To my mind, before an idea can become a suggestion, full of suggestive power, it must bring with it some subtle pervading, penetrating appeal that goes before it, breaking down, as it were, mental resistance to the intrusion of the idea, preparing the way for it, developing the groundwork in which the suggestion is to fall like a fertile seed of tremendous power.

Just what is this subtle aura that must surround the idea before it can become an influence in the human mind? If we closely examine this peculiar pervading influence that creates value along suggestive lines, we find that it consists of something in many cases totally disassociated from the idea itself. Briefly summarized, these conditions may be indicated as follows:—

(1) The subtle, personal contribution of the individual giving forth the idea, the same thought expressed by one personality falling on deaf ears whereas when expressed by another it goes forth with dynamic power.

(2) The peculiar circumstances under which the idea is promulgated. An idea developed under certain circumstances involving great joy or great sorrow derives from these circumstances propelling power that carries it to extreme distances.

(3) The peculiar state in which the receiving mind may find itself at the moment of contact with the idea. The state of mind invariably enhances or retards the comprehension of the idea itself, attracting to it or repelling from it, according to the peculiar conditions of mental rest or unrest that may exist.

(4) The peculiar beauty that the idea may draw around itself from appreciated relationships. Thus a suggestion made under beautiful and harmonious surroundings may carry with it forevermore qualities absorbed from its home environment that will make it of lasting value to the possessor.

There are many other conditions and circumstances and qualities of mind that make ideas of suggestive value, effective or ineffective. The capable teacher who is seriously interested in the forwarding of character-training work among her pupils will study the foregoing and then consider it carefully from the standpoint of her own situation. Does she invest a given idea with propelling power drawn from her own personality? Is it winged with a smile? Does it go forth gracious and lovely in a company of words that are sincere, and which ring with the beautiful realities of truth? Is the situation right when the suggestion is made? Is the child in an emotional attitude that would indicate response? Is there that subtle appeal that may exist so strongly between the teacher and child and which invariably gives even to the most commonplace remark, a potency which teachers are seldom capable of appreciating? In other words, is the character-training period one in which inspiration and charm and beauty lend assistance to the ideas that are being put forth? It may be said without fear of contradiction that the drab, uninteresting, slow, and solid character training period is without effect and the time may better be spent in giving the child mental drill of some other sort.

This constitutes the fundamental failure in all attacks that rest upon the development of a syllabus. No syllabus that I have ever examined has been anything but a dry-as-dust proposition in which the teacher is flooded with waves of good advice, and the children with moralizations, all of which, without the inspiration that flows from real interest and spontaneity of development, are ineffective. One properly given suggestion going forth with personal or emotional appeal will do more in the life of the child than several years of such procedure.

The teacher who gives real thought to the power of suggestion will scrutinize herself most carefully from two important viewpoints: Is she, through the beauty of her personal contact, the joy with which she works, the inspiration of her voice and manner, the appeal of her spiritual self, winging her words with suggestive power, or is she, through lack of interest, lack of appreciation of the vital

significance of her job, perhaps creating forces of suggestive power that tend towards the breakdown of character in her children?

In this connection consider the following story:—

SO NIGH ARE WE

From The Egan Monthly Service in Character Training. Copyright.

JOHN brushed his hair carefully, and then shined his shoes. His mother had neatly creased his pants and smoothed out his necktie with a hot iron.

As he stood up for final inspection, he looked the good, stalwart, clean boy that everyone knew him to be. The pride of his little village offered with the backing of seventeen of the town's ablest men for the cashiership of the Central Bank in the city down the line.

"I know you will get the job," said his mother. "I feel it. Mr. Edgerton is a good judge of people, and he will appreciate your honesty and the way you have always worked to make good."

"I hope so, mother," John answered, "but I'm nervous just the same. That Darville fellow is a good worker, too, and I guess about as capable. Funny, isn't it, that he and I should be candidates for the same job? It must be seven years since he left this town. Remember how his father lost his money and failed up in business?"

"Yes, I remember, John. Father and I felt terribly sad about that because we had been friends with the Darville folks for many years."

"I wish this were just an office appointment," said John. "I don't feel easy eating dinner with a big shot like Mr. Edgerton. You know, mother, such people have tony manners. A person is apt to make a mistake on a spoon or fork, and then where are you?"

John's mother laughed. "That's a silly idea," she said. "You know as much about table manners as anyone else. Just be natural, that is all."

The dinner party was not the bore John thought it would be. He enjoyed the rich, juicy steak and the excellent coffee and held up his end of conversation remarkably well, so well, in fact, that he felt assured of Mr. Edgerton's favor. As a matter of fact, Mr. Edgerton as much as said the job was his.

As John walked home, however, he had the uncomfortable feeling of having failed. He tried to reason it out. Was it anything he had said? Was it anything he had done? He could think of nothing, and yet—just before the dinner ended he had noted a change come over Mr. Edgerton. The genial blue eyes had turned suddenly cold. John felt a chill run up and down his spine. Something had happened! What could it be?

The next morning John opened a letter with trembling fingers. Just as he thought, he had been denied the job.

"What happened?" asked his mother, as she wiped her eyes.

"I don't know," said John. "Honestly, I don't know."

John never did know, but I know, and it is my business to tell *you*. Let me introduce you to Mr. Edgerton. He is speaking.

"John Preston? Oh, yes, of course! John is a splendid fellow, but you see, I often go out to lunch with my executives. I sit across from them. I ask them questions. They ask me questions. We all profit in this way, but—well, I'm ashamed to confess it, I have a weak stomach. Some things upset me terribly. I can't stand a person picking his teeth after a meal. John Preston did that."

Question—Do you think this story has a punch in it? Is the suggestion winged with an aura that will give it penetrating force?

I think it is. So nigh are we to failure or success; the turn of a hand, a careless word often rises like a mountain chain between us and the valley of our desire.

TEACHERS, GRADE 4-8 INCLUSIVE

If you are interested in the latest development in Character Education work the current issue of Mr. Egan's Monthly Service will be sent to you free of charge. Send a card with stamped self-addressed envelope to Journal of Education, 6 Beacon Street, Boston

Speaking of

PUPIL GUIDANCE

By BEATRICE HUNTER CAHILL, M. A.

JOHN M. BREWER of Harvard University says:

"Pupil Guidance should be especially interesting to parents and citizens generally who ought continually to ask searching questions about the schools and teachers. It will be valuable also for all students of education, teachers, counselors, principals and superintendents, and should be useful for classes in teachers' colleges and university departments of education in such subjects as educational and vocational guidance, secondary education, school administration and educational measurements."

Price $1.50 if ordered directly from

The Colonial Press

Clinton, Mass.

BOOK TABLE

FACT AND STORY READERS. Book Six. By Henry Suzzallo, George E. Freeland, Katherine L. McLaughlin and Ada M. Skinner. Illustrations by G. L. Carlson. G. M. Richards, and H. Sichel. Cloth. 486 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Every time that we have received one of the earlier Five Books of the series which famous educators have given time and thought to editing I am deeply impressed with what it meant to America to have such scholastic and professional personalities choose from the wealth of their experience and reading sixty selections which they agree are of inevitable value for youths of to-day to read.

In Book Six the selections are grouped as "Men and Women of Action," "World Neighbors," "The World's Work," "Open Country," "The Land We Live In," and "Leaves from Famous Stories."

As we read these selections from this Book Six, and estimate the skillful classification of adaptation to the students for whom they are chosen we get a real thrill from our appreciation of the wonderful adaptation these eminent authors have made.

BETTERING BOYHOOD, BOY-STUFF, HOME LIFE AND LEADERSHIP. By Frank H. Cheley. Illustrated by author's photographs. Cloth. 317 pages. Boston: W. A. Wilde Company.

Mr. Cheley's "Will to Win," which we recently reviewed, reveals exceptional insight into the nature of boys and high art in writing to boys instead of about them. This book is about boys and for those who sincerely desire to do the right thing for boys of various ages, under all sorts of conditions at home and away from home, at work and play, with pals, with younger children and older children. It is an "Angelo Patri" daily performance carefully reviewed and scientifically analyzed for everyone who has problems of boys and responsibilities for boys.

Mr. Cheley seems to have read everything that has been written by columnists for boys and about boys and frankly copies a full column when he has found a masterpiece of information, or an artistic presentation of common sense.

The trouble with the column stuff is that it is liable to be as mentally transient as is the rest of a daily paper.

The notable feature of a book like this is that it is available when it can be as useful as the dictionary.

LEGENDS, LOVES AND LOYALTIES OF OLD NEW ENGLAND. By Caroline Leonard Goodenough. Cloth. 343 pages. Photographic illustrations. Published by the author, Rochester, Massachusetts.

This is one of the most interesting and important connections of the New England of the twentieth century with the New England of the Pilgrims, with Old England and the royalty of the dim distant past.

Mary Hall Leonard, one of the distinguished women of American education, makes several notable contributions. Mrs. Goodenough, who is responsible for the writing and publishing of the book, has made every paragraph historically correct, artistically attractive and gives its literary quality a classic flavor.

It is inexcusable for any library in America or New England not to have on its shelves this very much alive historical publication.

SUPERVISION IN THE SECONDARY SCHOOL. By H. B. Alberty, Ohio State University, and V. T. Thayer, Ethical Culture School, New York City. Cloth. 470 pages. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company

The best feature of this approach to this new phase of professional education is the apparent appreciation of the authors that no one knows how secondary school teachers can be supervised.

The authors dodge all personal and professional responsibility by reporting what other authorities have said or thought about various situations.

As a rule a secondary school teacher is a subject teacher, his philosophy or science is predetermined by his own college training, and his methods are predetermined by the texts the students use.

A secondary school subject supervisor in a city is liable to have teachers educated at several different institutions, each with a different philosophy or science, and at as many different levels of philosophic and scientific professional experience.

These authors seem to appreciate the impossibility of the situation, as many paragraphs indicate. A sample of their skillful dodging is in the following paragraph: "Few supervisors are announcing an allegiance to an autocratic method of supervisor-teacher relationship. They signify rather their loyalty to scientific supervision and are emphasizing the need for an objective appraisal of teaching results to replace subjective opinion. In succeeding chapters we shall inquire whether objective supervision is anything more than autocracy with its vision softened by chalk, and its paws covered with dough."

The one genuine achievement of this book is that it places the teaching of students above the teaching of subjects and textbooks.

ARITHMETIC FOR TODAY. By Robert F. Anderson, Teachers College, West Chester, Pennsylvania, and George N. Cade, University of Arkansas. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

Book One. Cloth. 312 pages. For Grades Three and Four.

Book Two. Cloth. 312 pages. For Grades Five and Six.

Book Three. Cloth. 346 pages. For Grades Seven and Eight.

Each of the publishing houses that has texts for elementary school books in arithmetic must have a new series. The use of arithmetic has changed materially in five years. First because the business world has beeen completely changed.

Weighing and measuring have been radically modified. The tin measures for liquid measures and wooden measures for dry measures which were in use when school arithmetics were published a few years ago are wholly out of date now.

Many things are now sold by weight instead of measure. It is a community and professional crime to have children disgusted with school and teachers because they are made to learn things they know they will never use.

The "Arithmetic for Today" does not have concrete examples on problems that could have been in use even ten years ago.

It is a liberal education for any one who does not have boys and girls using an "allowance" to turn the pages of these books and learn what boys, girls and youths are using their "allowances" for. These examples and problems represent the buying and selling of "today."

Every arithmetic for use "today" must have examples and problems for use in factory neighborhoods and in fields, forests and gardens from the tropic of Cancer to the Arctic Circle.

Books Received

"Tests for a General Science Notebook." By Charles H. Lake, Louis Whelton and James C. Adell. New York City: Silver, Burdett and Company.

THIS WEEK ON THE AIR

Nationwide Radio Broadcasts Selected For Their Educational Interest

Columbia Network

Key Station WABC **Eastern Standard Time**

Monday, January 11

11.00 A. M. Musical Alphabet.
11.55 A. M. Talk by Alfred R. Sloan.
2.30 P. M. American School of the Air, "George Washington" (History Drama).
4.15 P. M. Hello, Europe, Columbia's Headliners Greeting the Nations Across the Sea.
6.00 P. M. Current Events—H. V. Kaltenborn.
11.15 P. M. Toscha Siedel, Violinist with Concert Orchestra.

Tuesday, January 12

2.30 P. M. American School of the Air, Later French Music (Geography and Music).
5.45 P. M. "Bill Schudt's Going to Press."
7.30 P M. Kaltenborn Edits the News.
11.15 P. M. Howard Barlow and the Columbia Symphony Orchestra.

Wednesday, January 13

11.40 A. M. Talk by Captain Eddie Rickenbacker.
2.30 P. M. American School of the Air, "Wizardry of Words" (Literature Appreciation).
11.15 P. M. Toscha Seidel, Violinist, with Concert Orchestra.

Thursday, January 14

11.25 A. M. Talk by Ernest H. Smith.
2.30 P. M. American School of the Air, Music and Play, "Cinderella" (Primary music and children's play acted by children).
7.30 P. M. Kaltenborn Edits the News.
8.45 P. M. Angelo Patri, "Your Child."
11.15 P. M. Howard Barlow and the Columbia Symphony Orchestra.

Friday, January 15

2.30 P. M. American School of the Air, National Park Service (Vocational Guidance).
3.45 P. M. Columbia Educational Features, Dr. Henry K. Benson, "The Role of Cellulose in Industry." From Washington, D. C.
4.45 P. M. Curtis Institute of Music Program.
8.30 P. M. March of Time, Dramatization of the Week's Outstanding News Events.
11.15 P. M. Howard Barlow and the Columbia Symphony Orchestra.

Saturday, January 16

10.00 A. M. Jewish Art Program.
10.30 A. M. New World Salon Orchestra, Vincent Sorey, Conductor.
12.45 P. M. Wingate Athletic Program.
7.00 P. M. The Political Situation in Washington Tonight, Frederic William Wile.
8.15 P. M. Leopold Stokowski and Philadelphia Orchestra.
10.00 P. M. National Radio Forum from Washington, D. C.

National Network

Key Stations WEAF and WJZ **Eastern Standard Time**

Monday, January 11

9.00 A. M. Le Trio Charmante, direction of George Dilworth, WEAF.
10.00 A. M. U. S. Navy Band, WJZ.
12.15 P. M. The Real George Washington, Charles Colfax Long, WEAF.
2.00 P. M. Health Talks, WEAF.
2.30 P. M. Learning With the News, by Blake Ozias, WJZ.
3.00 P. M. U. S. Marine Band, WJZ.
4.00 P. M Emily Post, WJZ.
6.45 P. M. Topics in Brief, Lowell Thomas, WJZ.
8.00 P. M. Early American history dramatized, WEAF.
9.30 P. M. Parade of the States, Erno Rapee and his orchestra, WEAF.

Tuesday, January 12

9.00 A. M. Morning Glee Club, directed by Keith McLeod, WEAF.
10.00 A. M. High School Band and Orchestra, WJZ.
11.00 A. M. Children's Bureau, Talk by Katharine Lenroot, WEAF.
12.15 P. M. The Real George Washington, WEAF.
12.30 P. M. National Farm and Home Hour, WJZ.
2.30 P. M. Poetry Program, P. W. T. Ross, WJZ.
2.45 P. M. The March of Science, Dr. H. H. Sheldon, WEAF.
3.00 P. M. Music in the Air, WJZ.
4.00 P. M. Magic of Speech, by Vida R. Sutton, WEAF.
4.30 P. M. Spotlights in Drama and Literature, Montrose J. Moses, WJZ.
6.45 P. M. Topics in Brief, by Lowell Thomas, WJZ.
7.45 P. M. Back of the News, by William Hard, WJZ.
9.30 P. M. Great Personalities, delineated by Frazier Hunt, WJZ.

Wednesday, January 13

9.00 A. M. Morning Glee Club, WEAF.
12.15 P. M. The Real George Washington, Chas. Colfax Long, WEAF.
2.00 P. M. Child Study, Mrs. Sidonie M. Gruenberg, WEAF.
3.15 P. M. Cause and Cure of Wars, WJZ.
4.30 P. M. Eastman School Chamber Music, WJZ.
6.00 P. M. Music Treasure Box, Pierre V. R. Key, WJZ.
10.15 P. M. The Tune Detective, Dr. Sigmund Spaeth, WJZ.

Thursday, January 14

9.00 A. M. Morning Glee Club, WEAF.
12.15 P. M. The Real George Washington, WEAF.
2.45 P. M. Folk Songs, by Donald Pirnie, baritone, WEAF.
3.15 P. M. Prominent Authors, interviewed by Thomas L. Stix, WJZ.
4.00 P. M. Salon Singers, WEAF.
4.15 P. M. U. S. Navy Band, WJZ.
6.30 P. M. The World Today, by James G. McDonald, WEAF.
7.45 P. M. Topics in Brief, by Lowell Thomas, WJZ.
7.45 P. M. Famous Fallacies of Business, by Merle Thorpe, WJZ.
9.00 P. M. Dramatic Musicale, WEAF.

Friday, January 15

9.00 A. M. Melodic Gems, WEAF.
11.00 A. M. NBC Music Appreciation Hour, WEAF and WJZ.
12.15 P. M. The Real George Washington, Chas. Colfax Long, WEAF.
12.30 P. M. National Farm and Home Hour, WJZ.
2.00 P. M. U. S. Army Band, WEAF.
2.45 P. M. Mormon Tabernacle Choir, WJZ

(Continued on page 47)

NEWS OF EDUCATION

Describes a Day in an American School

English Holder of Three-Year Scholarship Finds That Boys Study Intensively; Sports a Serious Matter

LONDON, Eng. — A day in an American school is described entertainingly by T. D. Taylor, English holder for three years of a scholarship at an educational institution in the United States, writing in "The Landmark," magazine of the English-speaking Union.

"It seems an inveterate habit with American youth," he says, "that he must dress himself to the rhythm of the same dance tune which appealed to his romantic emotions during the previous vacation. For as soon as the seven o'clock bell has buzzed through the corridors he rouses himself into sufficient wakefulness to permit the application of his favorite record to his personal phonograph. The result is, at first, rather startling, for when a dozen or more melodies proclaim the rising hour from each of the four dormitories one might be almost persuaded that the school had been converted into some gigantic music-box, and was pounding away by some power of its own.

"This school has deemed it wise to dispense with servants so that not only the waiting at meals, but the cleaning of rooms is superintended by the boys themselves. The system seldom raises an objection, because its feasibility seems to impress the boys themselves.

"The lure of college is deep in every one of these schoolboys, and the attainment of their dreams necessitates the passing of examinations. Practically all of them will succeed in their task.

"Sport is taken with almost painful seriousness. Could you wander down to the football field at about 3 o'clock, you would see seniors emerge from the gymnasium with such an expression of purpose on each face that your amusement would be stifled with difficulty.

"In the evening when darkness has begun to close down as the dining hall empties, room lights begin to flicker. The dormitory masters look at their watches and prepare to see the boys to their studies for the evening work.

"Were you to accompany one of the masters on his rounds, the open door of each room would reveal a deeply submerged scholar wallowing in the intricacies of mathematics or the complications of American history.

"So the day passes, and it is not an unpleasant day for most. Some may tell you that it grows monotonous, yet each week-end brings enough entertaining diversions to ease the routine. But for the English boy who follows this sequence of days, there dawns the astounding truth that he has forgotten America existed as distinct from England, and knows only the friendship and enjoyment of his school-fellows."

Pupils Run Farm at Profit

BUFFALO, N. Y.—Pupils of the New York State School for the Blind at Batavia, N. Y., were able to show a substantial profit in the operation of their farm and garden, according to the annual report. The report shows that receipts from sale of farm and garden produce amounted to $2,293, while expenses were $1,760. The produce included eggs, chickens and vegetables. Pupils also turned out $388 worth of other products by hand labor. Enrollment of the year was 84 boys and 76 girls.

Teachers to Visit Homes of Pupils

LYNN, Mass.—Fred C. Mitchell, principal of the Lynn Classical High School, plans an experiment. He will have teachers visit the homes of all pupils whose marks in one or more subjects are either below passing or near the flunking point. The idea has met with the approval of Harvey S. Gruver, superintendent of public schools, who explains that the experiment is to find out if the teacher's personal contact with the pupil's home and parents has any effect upon the raising of low marks. Mr. Gruver feels that the teachers will receive the needed co-operation by parents in the pupils' homes. Visits to the homes are planned to start directly after the forthcoming holidays. About fifty homes will be covered at first, it is announced. If the plan proves successful, it will be tried in English High and in the junior high schools.

Jobless Teachers Seek Employment

BOSTON.—One hundred and seventy graduates of the Teachers' College class of 1931 met recently and presented two petitions asking for the relief of the unemployed teachers of Boston. One petition sought immediate relief through appropriations that will put the teachers to work. The other urged the use of the fund acquired by the two per cent contributions made by the employed teachers from their salaries. From varied and modest occupations the young women came to set forth their case. Caring for children at fifty cents a night, ushering in a motion picture theatre, waiting on tables and similar temporary employment has been left to enable the unemployed teachers to present full ranks. In reply to the petition for the utilization of the funds collected from the teachers, Joseph J. Hurley, chairman, declared its distribution was not under the control of the school committee. The other petition was returned to the board of apportionment with the request that a report of the decision should be made not later than the next meeting.

Enrollment Gains At Sitka School

JUNEAU, Alaska.—Sheldon Jackson School at Sitka, the oldest educational institution in Alaska, shows a student enrollment of 132 members, fifty-seven of whom are in the high school department. The senior class consists of sixteen, the largest on record. The latest enrollment is that of Miss Flossie George, an Eskimo girl, who has been teaching at Point Barrow during the last two years. The Sheldon Jackson School is named after a former Alaskan governor who was instrumental in establishing reindeer herds in the country. It is maintained by the Presbyterian Board of Missions as a native school.

Texas Girls Studying Engineering at State Univ.

AUSTIN, Texas.—An engineering course in college enables a girl to map a quick route to the marriage altar, T. U. Taylor, dean of the engineering department of the University of Texas, has concluded. Many girls have started the engineering courses at the university. So far, one has graduated. She took architecture. Of the thirty-one now enrolled, four will graduate in June. Two of them—Judith English of Dallas and Leah Moncure of Waco —are taking civil engineering and announce a determination to follow that profession. Girls find the freshman year in engineering comparatively easy, said Dean Taylor.

LIBRARIES IN SCHOOLS

Rooms in Maine Schools Have Their Own Stock

AUGUSTA, Maine.—Libraries are becoming a part of the working and recreational equipment of Maine elementary schools.

Among the best equipped is the coast district comprising the towns of Boothbay and Boothbay Harbor, and the islands of Southport and Monhegan, as reported to the State Department of Education. Every elementary school in this district has its own room library and also is served by traveling libraries which are interchanged among the schools. Additional books are obtained from the state library's extension department and go in circulation from one school to another in rotation.

The books are of two types: the working type which includes encyclopedias, histories and books on social science; and the recreational type, comprising carefully chosen works of children's literature. Books are chosen to meet the capacities and tastes of both the youngest readers and those of the upper grades.

Each collection contains approximately twenty-five books and each spends a whole school term at the same place; often more than one set will be found at the same school. By the time the traveling libraries have made the circuit of the district and are ready to start again, the children will have grown beyond the ones they formerly used and are ready to take the higher grade books, while new comers to school will see their age-type books for the first time.

In order to keep a check on the children's reading, the teachers are required to insist upon simple book reports. Oral reports on outside reading in history and geography have proven beneficial, and all pupils participate in audience reading once a week.

Pupils "Size Up" Teachers

SAN FRANCISCO, Cal. — "Dear Mr. Superintendent: Our teacher is cross, cranky, she uses too much make-up, she's sickly, has too many 'teacher's pets' and can't keep order in the classroom." That's what one of several hundred students told Dr. Charles A. Simonds, principal of Aptos Junior High School, when he asked them for anonymous opinions of their teachers. "You see," Dr. Simonds explained, "most every parent knows what the teacher thinks of the pupil, because all parents get report cards. And most children know what they think of the teachers. But what teacher wants to know is what all the Johnnies and Marys think of her." And so the teachers found out. They learned, Dr. Simonds revealed, that some of their replies to pupils' queries were "impudent and personal"; that teachers shouldn't have "teacher's pets"; that too many teachers used an over-abundance of cosmetics; and that many of them failed to keep the classroom in order. "Many of the children," said Dr. Simonds, "expressed it by saying they wanted their teachers to be 'motherly.' Another thought that was expressed many times was that they desired healthy teachers."

A PUPIL'S VIEWPOINT

Drawn by a High School Art Student in a project sponsored by the Division of Publications of the National Education Association.

Italy Pays College To Teach Italian

PERTH, W. Aust.—The Italian Government through its vice-consul, Signor Renato Citarelli, has offered the University of Western Australia an annual subsidy of 50 pounds a year to help retain Italian courses in that institution. Notice has been given that the resolution abolishing the Department of Italian of the university be rescinded. The vice-consul was heartily thanked and the hope was expressed that the required classes would soon be in operation.

Criticise Taste In Youth's Books

WASHINGTON. — Do grown-ups who buy books for children get sufficiently outside of themselves to understand the child's point of view? Doubt is thrown on any self-assurance adults may have on the point by the committee on reading of the White House Conference Child Health and Protection, whose chairman is Carl H. Milam, secretary of the American Library Association. Its remarks appear in a recent bulletin of the conference. "Booksellers report," the committee says, "that their best efforts to sell books which children will enjoy reading are too often handicapped by the tendency of parents to choose for themselves, rather than for the children, and by their unwillingness to spend on children's books as much as they would spend on books for themselves."

VIRTUES OF PUPILS

New York State Principals Give Their Views

ALBANY, N. Y.—Even the traits of character that every good pupil should have change with the years—in name, at least, if not in essence—if a list, compiled from answers to a questionnaire from seventy-five school principals in New York State is a criterion. The questionnaire was part of a study of the methods and aims of character education in the state schools made over a period of two years by J. Cayce Morrison, assistant Commissioner of Education of the University of the State of New York, and Arthur E. Layman of the State Normal School at Cortland.

That character building needs to be at least considered by the schools is suggested by Mr. Morrison in a foreword in which he points out that but 45 per cent. of the population of the United States is enrolled in churches.

New York's principals, according to the sample represented in the study, are not unanimous as to the essential traits, for the lists presented named altogether forty-eight. Of these the twenty most frequently mentioned, and in their order, are: responsibility, initiative, cooperation, courtesy, honesty, sportsmanship, school spirit, healthfulness, leadership, fair play, neatness, loyalty, patriotism, punctuality, appreciation, unselfishness, morality, respect for au-

DIRECT YOUR OWN READING!

Better than anybody else, you know what you want to read about.

Whatever your chief professional interests may be, new and helpful articles about them are always easy to find.

To find the best articles upon any educational subject, consult the EDUCATION INDEX in your nearest Public, College or School library. It is a monthly subject index to the contents of leading educational magazines, including

JOURNAL OF EDUCATION

The library will probably have just the magazines you wish, new or old. If not, we can supply them promptly and reasonably.

Periodicals Department

THE H. W. WILSON COMPANY

Compilers and publishers of indexes to periodicals

950-972 University Ave., New York

HOLDEN BOOK COVERS

Help Cut The Budget By
Making the School Books

Established 1869

NOW IN USE last fully TWICE AS LONG

SAMPLES FREE

THE HOLDEN PATENT BOOK COVER COMPANY

MILES C. HOLDEN, President **SPRINGFIELD, MASSACHUSETTS**

thority, self-control and service to society.

As to methods of promoting character building, the ten most frequently mentioned were, in order: athletics, extra-curricular activities, music, assembly, girl reserves, report cards, physical education, posters, study of lives of great men and personality studies.

Here the writers of the report raise the question—without attempting to answer—"Are we cultivating the attainment of the older virtues through wise guidance of the social activities of youth or are we substituting a social form for the substance of character building?"

Children Exhibit Scientific Devices

NEW YORK.—The children of America like their science practical. That was shown by the 20,000 who visited the Children's Science Fair held under the auspices of the American Institute and School Nature League at the Museum of Natural History. Though there was a sharp division of interest between the boys and girls in their preferences, in the last analysis the things that worked and the things that could be played with proved, according to grown-up observers, most popular. More than 400 exhibits were models made by children in illustration of scientific principles. A contrast in the workings of the adult mind was supplied by a few "model exhibits" submitted by adult organizations. The children's own exhibits won "hands down" in amount of attention and enthusiasm shown toward them by other youngsters.

News Preferred To College Course

NEW YORK.—Four years of constant and intelligent reading of newspapers was declared a better preparation for life than four years passed within college walls with professors and books, by Professor Henry B. Rathbone, chairman of the journalism department of New York University. "One of the great purposes of the society must be the emphasis on a necessity for supplying to students in college an adequate background in knowledge which might be transferable into making powerful personalities," Professor Rathbone said. "We are discovering that students, while absorbing and assembling knowledge, are not making contacts with their environment outside of college walls. Such contact is necessary if the student is to be of consequence."

Dog Attends School Regularly

SAN ANTONIO, Texas. — Mary's little lamb went to school only when it followed Mary. The Bonham public school here has a dog that attends regularly without following anyone.

"Weenie, a two-year-old bulldog, first entered the school from the playground this fall. He behaved so well that no one disturbed him. Since, he has marched in with the pupils regularly. He has a perfect attendance record and not even a tardy mark.

Girl Athletes Facing Tests

OAKLAND, Cal.—There is a new problem in women's colleges these days: How intelligent are women athletes? While most arguments concerning the relative intelligence of athletes to other students have revolved about their brothers, Mills College women have been discussing the question among themselves. Rosalind Cassidy, chairman of the department of physical education, recently issued a questionnaire in the college newspaper challenging students of the school to inform themselves regarding the answers. "In the next ten years you will need to do some very careful thinking in this field," she declared. Ten in number, the queries were mainly directed toward ascertaining the knowledge possessed by women students regarding activity by women athletes.

One Student of Every Four Helped

CHICAGO.—One student out of every four receives aid from the University of Chicago through scholarships, loans or remuneration for employment service.

EUROPE at $9 a day via TRAVAMEX

Travel independently a new, economical way called "TRAVAMEX." Sail when and on what ship you prefer—your tour begins when you reach Europe. Choose from 10 alluring itineraries, with comprehensive sightseeing and pleasant accommodations, ranging from:

15 days $133. to 35 days $332.50

(Time and cost exclusive of ocean voyage)

You will be welcomed everywhere—all your arrangements made in advance—the services of the American Express Company will make your trip carefree, memorable—*the experience of a lifetime!*

Write for Booklet 65

AMERICAN EXPRESS
Travel Service
Statler Hotel Bldg.
Park Sq. Boston, Mass.

The Journal of Education commends its advertisements to your attention.

THE FISK TEACHERS' AGENCIES

Boston, Mass., 120 Boylston St. Pittsburgh, Pa., 549 Union Trust Bldg.
New York, N. Y., 225 Fifth Ave. Birmingham, Ala., 808 Title Bldg.
Syracuse, N. Y., 139 Fage Ave. Kansas City, Mo., 1020 McGee St.
Philadelphia, 1420 Chestnut St. Portland, Ore., 409 Journal Bldg.
Send for circular and registration form free

THE PRATT TEACHERS' AGENCY

70 FIFTH AVENUE, NEW YORK

Recommends college and normal school graduates, specialists and other teachers to colleges, public and private schools in all parts of the country. Advises parents about schools.

THE TEACHERS EXCHANGE

of Boston, 120 Boylston Street

Recommends Teachers, Tutors and Private Schools

Professors Not Absent-Minded

NEW HAVEN, Conn. — Yale Daily News claims to have discovered concrete evidence that professors—at least Yale professors — are not absent-minded. Why, asks the News, are not workmen busy in excavation on the campus picking out professors who go every morning to the holes where their offices used to be? The obvious answer is that the professors are not absent-minded.

Chicago Schools Survey Ordered

CHICAGO.—One good result at least may come from the financial plight of Chicago schools attendant upon delay in tax collections. The Board of Education is determined to find out from the best authority it knows what can be done to make the school system more efficient and has authorized an extensive survey of both its business and educational departments. Dr. George D. Strayer, director of the institute of educational research of Columbia University, is to come here shortly to make the study. He is to be assisted in his big undertaking by W. J. Cooper, United States Commissioner of Education, according to L. E. Myers, president of the Board of Education.

English Educators Are Radio Advisers

LONDON.—In at least one respect education by radio in England has the advantage over the United States, according to a writer who has recently seen its system in operation. It has received official recognition as one of the regular services of radio, in fact as one of the most important, and has achieved the distinction of having its own special time in the business day. School programs are put on regularly during school hours, and early every evening except Saturday and Sunday a program of adult education is given over a national wave length. Later in the evening either local or national programs are offered in the field of education, but of a popular type. Many members of the British Broadcasting Company, which dominates the field and is subsidized by the government, are educators, and their standing as a quasi-government department is said to make it easy for them to command the co-operation and help of experts in all fields.

THE ARLO BOOKS

READING INTERPRETATION EXPRESSION

GREETINGS FOR THE NEW YEAR!

What better wish may we wish for you than Health, Happiness, and a set of ARLO BOOKS.

You, by your friendship and interest in the years past have made these books famous the world over. May we count on you for continued friendship in the year to come?

BERTHA B. COBB ERNEST COBB MADELINE W. COBB

THE ARLO PUBLISHING COMPANY
Newton Upper Falls, Mass.

Grins Between Grinds

Second Stage

"And has your baby learned to talk yet?"

"Oh, my, yes. We're teaching him to keep quiet now."

Her Compliments

After the new minister had preached his first sermon, an elderly lady, who evidently was trying to think of something appropriate and nice to say, shook the minister's hand and remarked: "I'm so glad you're going to preach for us here. I liked our last minister very much, too, only he was too educated."

Financiers

Two tramps walking along the railroad found a bottle of high powered moonshine. One took a drink and passed it to the other. And so forth, until the bottle was empty.

After awhile one puffed out his chest and said: "You know, Bill, tomorrow I'm going to buy this road. I'm going to buy all the railroads in the country, all the automobiles, all the steamboats, all the hotels—everything! What do you think of that?"

Bill looked at his companion disparagingly and replied: "Impossible, can't do it."

"Why not?"

"I won't sell."

Then It Happened

Maw laid Paw flat,
When she saw him use
His Christmas tie
To shine his shoes.

Not For Amusement

Mandy, to Sambo who was reading the paper: "Listen heah, yo', Ah didn't buy yo' dat papah fo' entertainment! Jes' confine yo'self to dem want ads."

Strategy

Coleslaw—"So you got your poem printed?"

Cabbaggio—"Yes, I sent the first stanza to the editor of the question column with the inquiry, 'Can any one give me the rest of this poem?' Then I sent in the complete poem over another name."

Figure It Out

Rowan—"So you were present when Einstein was hit by an automobile and had both arms broken. What did he say?"

Cohen—"Vat could he say? He couldn't say notin."

This Week on the Air

(Continued from page 42)

3.15 P. M. Rochester Philharmonic Orchestra, WJZ.
4.15 P. M. Radio Guild, "The Play Boy of the Western World," WJZ.
6.45 P. M. Topics in Brief, by Lowell Thomas, WJZ.

Saturday, January 16

9.00 A. M. Le Trio Charmante, WEAF.
11.30 A. M. Keys to Happiness, WEAF.
12.15 P. M. The Real George Washington, Chas. Colfax Long, WEAF.
12.30 P. M. National Farm and Home Hour, WJZ.
2.00 P. M. "Disarmament," WJZ.
4.15 P. M. Thrift Week, "Benjamin Franklin's Relation to Thrift," Hon. Albert Firmin, WJZ.
5.15 P. M. "Dramatizing American Industry," WEAF.
6.45 P. M. Topics in Brief, by Lowell Thomas, WJZ.
7.15 P. M. Laws That Safeguard Society, by Dean Gleason L. Archer, WEAF.
8.00 P. M. Civic Concert Service, from Chicago, WEAF.
8.30 P. M. Economics and Psychology, Ernest M. Patterson and John B. Watson, WEAF.

Says Students Avoid Duty

Today's college student lacks the willingness to assume or accept responsibility that the student of a few decades ago possessed, Dr. Ernest M. Hopkins, president of Dartmouth College, told 2,200 undergraduates at the opening exercises of Dartmouth's 163d year. "It is no mere rhetorical phrase to say that civilization is threatened," President Hopkins said. "The time has come for the builders. The world looks for the rise of a new generation of constructive genius, intelligent as to conditions that are needful and willing to assume responsibility for creating them." After remarking that the forces of disruption gained momentum steadily, he declared it was time for the college student to learn to accept responsibility. "It is folly to suppose that college men of this era have less capacity for responsibility than men of any former time," he said. "It must, therefore, be that they lack the will."

✣ ✣ ✣ TEACHERS' AGENCIES ✣ ✣ ✣

WILLARD W. ANDREWS, Pres. F. WAYLAND BAILEY, Secy.

ALBANY TEACHERS' AGENCY, Inc.

Supplies Schools and Colleges with Competent Teachers
Assists Teachers in Obtaining Positions

We receive calls for teachers from every state in the Union and can certainly be of service to those who wish to teach and WHO ARE QUALIFIED TO DO GOOD WORK.

81 CHAPEL STREET, ALBANY, N. Y.
SEND FOR CIRCULARS

ALBERT TEACHERS AGENCY
25 E. Jackson Blvd.
CHICAGO, ILL.
535 Fifth Ave., New York
Hyde Bldg., Spokane, Wash.

45TH YEAR.—Executives and teachers for all kinds of Public School work, and men and women for good positions in State Teachers Colleges, Universities, and Private Schools, in good demand. Many thousands have secured PROMOTION through this Agency. Why not you? Booklet free.

AMERICAN AND FOREIGN TEACHERS AGENCY
19 WEST 44TH ST. NEW YORK

Recommends instructors, teachers, tutors and governesses for colleges, schools and families. Careful selection for individual needs.

MISS AGNES HOOKER - MISS NELLIE R. TALBOT
Successors to Mrs. M. J. Young-Fulton

THE CARY TEACHERS' AGENCY
Our business is done by *recommendation* in answer to *direct calls* from employers.

C. WILBUR CARY, Manager, 37 Pearl St., Hartford, Conn.
ROSE E. BRADBURY, Manager, 14 Beacon St., Boston, Mass.
GEORGE H. LARRABEE, Manager, Clapp Memorial Bldg., Portland, Me.

The Grace M. Abbott Teachers' Agency
120 BOYLSTON STREET, BOSTON
FORMERLY THE CORLEW TEACHERS' AGENCY

THE FICKETT TEACHERS' AGENCY
Edward W. Fickett, Prop. Telephone Hay. 1678
N. A. T. A. Member
8 Beacon Street, Boston Established 1885

KELLOGG'S TEACHERS' AGENCY
Established 1889
31 Union Square, New York, N. Y. (Broadway at 16th Street)
B. F. Mannion, Miss M. B. Gosman } Managers
Telephone Algonquin 1756

We have been supplying teachers to the Public and Private Schools for over forty years. We have no branches. All applications for membership and all requests for teachers receive the personal attention of the managers. Call, write, or telephone us for careful personal service.
Member National Association of Teachers' Agencies

FRANK IRVING COOPER CORPORATION
ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning
47 Winter St. Boston, Mass.

WINSHIP TEACHERS' AGENCY
ALVIN F. PEASE, Manager
6 Beacon St. . . . Boston, Mass.
Long Distance Telephones
Office and Residence
PROMPT! COURTEOUS! FAIR!
Member of National Association of Teachers' Agencies